

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is fundamental for communication by sound through the organ of speech and hearing, among human being of certain group or community, using social symbol processing arbitrary conventional meaning. Language can not be separated from human life, because it is the most important tool to communicate in the world. There are many language in this world, some them are french, German, Indonesia, and English. English is an international language. English is used in various domains of the society such as communication, business, media and education. Therefore, English is many countries, one of them is Indonesia.

The use of English as an international language a significant role in globalization era. At the present time, people are required to be able to communicate in English. Meanwhile, Indonesian education approves the use of Indonesian language as the national language. The evidence of its importance is to put English as one of the subjects to be tested in the national examination (UN). English is taught from Elementary to University level. The objective of teaching and learning English at schools is to bring up student to better understanding and ability of the language. Students, however, are required to achieve certain score in order to pass. Not only grammatical aspect are important but also are communicative ones. As it is stated in the English curriculum that student material must be based on communicative skill acceptable for student daily needs.

Education is a process of human growth by which one gains greater understanding and control over one self and one's world. It involves our minds, our bodies and our relations with

the people and the world around us. Whereas education takes many institutional forms, strictly speaking it is a process an activity characterized by continuous development and change. Education is important because it equips us all that is needed to make our dreams come true. Education gives us knowledge of the world around us. It develops us a perspective of looking at life. It helps us build opinions and have points of view on things in life. There are many kinds of education. One of them is English language education.

Teaching English in Indonesia has begun since English becomes an international language. Teaching English is started from primary school, junior high school, senior high school and university level. Teaching English curriculum in primary school up to senior high school and university levels. The English is also supported by language components is speaking. In teaching English, there are four skills: 1. listening, 2. Reading, 3. Writing, 4. speaking. One of the aspects of them is vocabularies because in other aspects is not enough to guarantee that someone can master the English language with limited of vocabulary for example, because grammar can make sentence grammatically right even, we can say the sentences are right grammatically and another is wrong grammatically but limited of vocabularies are mastered we just can make simple sentence and limited sentence and then in using the language people use thousands of words to communicate everyday.

Vocabulary is one of the general components, which have to be mastered well by the students in learning English. It is the stock of words on which you can draw in expressing yourself. In fact by mastered much of vocabularies the students will be able to develop language skills. So, the vocabulary cannot be separated from other language aspects.

The learning of vocabulary is an important part in foreign language learning. The meanings of new words are very frequently emphasized, whether in books or in verbal

communication. Vocabulary is considered as central in language teaching and is of paramount importance to a language learner. Vocabulary is a basic of one learns a foreign language. Few research indicate that teaching vocabulary can be considered as problematic, as some teachers are not really sure about the best practice in the teaching and sometimes not really aware how to start forming an instructional emphasis on the vocabulary learning. Vocabulary has been discussed and divided into various types. Some are divided into two types: active and passive vocabulary. Gruneberg and Sykes (1991) distinguished the two types of vocabulary. The first type of vocabulary referred to the one that the students had been taught and that they were expected to be able to use. Meanwhile, the second one referred to the words which the students would recognize when they met them, but they would probably not be able to pronounce.

Hatch and Brown (1995, indicated two kinds of vocabulary, namely as receptive vocabulary and productive vocabulary. To overcome those problems, speech can be used as a technique to teach vocabulary to the students. Concerning to techniques in teaching vocabulary, the English teacher have to be aware of innovative ways and well selected techniques in teaching especially in teaching vocabulary achievement.

The students still have difficulties to improve their vocabulary. They were poor in vocabularies. Because they are lacking of vocabularies. As foreigner language students are not too familiar with English word. It is difficult to speak English in daily as communication. They do not comprehend words meaning and their usage in context. They do not recognize the words when listening to the speaker. They also can not make the composition of the English written task successfully and also can not communicate fluently.

To overcome those problems, speech can be used as a technique to teach vocabulary to the students. Concerning to techniques in teaching vocabulary, the English teacher have to be

aware of innovative ways and well selected techniques in teaching especially in teaching vocabulary achievement.

There are some techniques in improving vocabulary , such as : small-group discussion, speech, song, games. Speech is way out, because of the following reasons. Students should be given opportunity to express their ideas and opinions.

According Pittenger (1999:198)

The final method of delivery and by far the most popular is extemporaneous speech or from notes assuming that you have organized your material carefully. You don't have worry about particular way of wording your ideas, because you have not scripted the speech. Neither do you have to worry that you will forget something you have memorized. With your notes before you, you are free to interact with the audience in a natural, conversational manner. The extemporaneous speech is a perfect balance. This speech involves the speaker's use of notes and some embellishment to deliver a speech. To clear this up, a speaker who uses this method would have note cards or prompts that guide him from point to point, but he uses his own words as he goes along. What makes this different than an impromptu speech is that he has a loose guideline for his speech. He did not memorize anything; he just used cues to know where to go next.

Speech is the means by which we communicate messages orally; however, we can communicate messages in other forms, including via written text. Speech refers to the perception, planning and production of speech sounds and has two elements: phonetics and phonology. Phonetics comprises the knowledge and skills required for the perception and production of speech sounds, while phonology comprises the knowledge and skills required to understand and use linguistically appropriate speech sound rules. An example is the speaker convey ideas or ideas in events such as seminars, workshops, workshops / training and the like. Included in this category

are lecturers' presentations at lectures and presentations a teacher in deliver the subject matter in class.

In the book *EXTEMPORANEOUS SPEAKING: Engaging with Current Events* By Jessica Bailey(05-14) Extemporaneous speaking is the art of giving speeches on the spot – without notes or memorization – relying only on the speaker's depth of knowledge and their ability to explain what they know in a coherent, engaging manner. Extemp speaking may be difficult, but with practice and dedication, nearly anyone can succeed at it. When you master the art of extemp speaking, you have gained a myriad of communication skills that will serve you in every aspect of your life and the confidence to use them whenever a challenge arises.

For those who find public speaking in general to be very frightening, the thought of giving a speech after only half an hour of preparation without the benefit of notes on issues in current affairs can be inconceivable. For these who undertake this category, however, the skills and knowledge they gain serve them in many ways throughout their lives, with one of the biggest advantages they gain being personal confidence and poise under pressure.

There are some techniques in improving vocabulary, such as: small-group discussion, speech, song, games. Speech is way out, because of the following reasons. Students should be given opportunity to express their ideas and opinions.

Based on the reasons, it is important to conduct the research under the title **“The Effect of Extemporaneous Speech Method on Students' Vocabulary Achievement at SMA NEGERI 1 HUTARAJA TINGGI”**.

1.2 The Problem of the Study

Based on the background of the study, the writer formulated the problem as the following:

“Does Extemporaneous Speech Method affect on Students’ Vocabulary Achievement at SMA Negeri 1Hutaraja Tinggi?”

1.3 The Objective of the Study

The objective of this study is:

In relation to the problem of study, the objective of the study is to find out if Extemporaneous Speech Method affects on Vocabulary achievement at SMA Negeri 1 Hutaraja Tinggi

1.4 The Scope of the Study

There are some method to achieve students’ vocabulary namely Impromptu speech method, Memorized Speech Method, Manuscript Speech Method and the last is Extemporaneous Speech Method but the writer focus on Extemporaneous Speech Method and writer concluded that this scope of this study is limited on the effect of Extemporaneous Speech Method in teaching Vocabulary toward second grade students at SMA Negeri 1 Hutaraja Tinggi. The writer limited the vocabulary that will learn to students. There are kinds of vocabulary, namely, vocabulary in noun, pronouns, verb, adjective, adverb, preposition, conjunction and determiner. The writer limited vocabulary in using verb in this research

1.5 The Significances of the Study

The study is important for reasons as follows:

1. For students

This study may be helpful to the students, because using extempore speech method in learning vocabulary will make their understanding clear and improve the students’

competence that is the ability to communicate each other in understanding the material in English teaching learning focusing on vocabulary understanding.

2. For teacher

The finding of this study may be helpful for the English teacher to be employed in his/her teaching practice. It can be one of choices to do in the classroom. The result of this study is expected to be useful for either theoretically and practically.

3. For the writer

The writer hope the reader to understand several problems concerning the implementations of speech activity to the students in teaching vocabulary and investigate of responses of the students in the implementations of speech activity in teaching vocabulary.

1.6 The Hypothesis

The hypothesis set for the recent study is as tentative answer of the research problem. It comprises alternate hypothesis (H_a) and null hypothesis (H_o). Alternate (H_a) as the hypothesis that states the relationship between experimental treatment that the researcher expects to emerge. In this case the alternative hypothesis as read follows:

H_a : There is a significant effect of Extemporaneous speech method towards students' vocabulary achievement at SMA Negeri 1 Hutaraja Tinggi.

H_o : There is no significant effect of Extemporaneous speech method towards students' vocabulary achievement at SMA Negeri 1 Hutaraja Tinggi.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

This chapter discusses about Vocabulary through Extemporaneous Speech Method. The effect of Extemporaneous speech method is increasing student vocabulary achievement. With Extemporaneous speech method students are able to share their idea and vocabulary. It also can help them to speak English fluently, beside that Student can increase their confidence to speech in front of class. This research will find out whether Extemporaneous speech method is effective to increasing the student vocabulary achievement. So, the writer and the readers might have the same perspective of implementation on the field.

2.2 Definition of Vocabulary

One of the general components which have to be mastered well by the students in learning English is vocabulary. If the student lack of vocabulary, they will have difficulties in using English to know what is vocabulary the writer would like to present several definitions suggested by linguist.

Vocabulary is an essential component in second/foreign language learning because it is needed for expressing meaning and conveying thoughts through both receptive and productive skills (Mahring, 2005, Carpenter & Olson, 2011). Furthermore, Cameron (2001) believes that

vocabulary is central to the learning of language at primary level to enrich learners' language. Thus, there should be a strategy to help students learn vocabulary.

Many strategies can be applied by a teacher to teach vocabulary effectively, such as word list and flashcards. Some researchers discovered that teaching with flashcards help learners to acquire words more effectively than word list (Komachali& Khodareza, 2012; Schmitt & Schmitt, 1995). It is in line with Thornbury (2002) who states that flashcards help teacher to demonstrate a simple sequence of activities to the learners.

Moreover, in one investigation on flashcards, Komachali& Khodareza (2012) studied the effect of using vocabulary flashcard on Iranian pre-university Journal of English and Education 2013, 1(1), 51-57 53 students' vocabulary knowledge. The result showed that flashcards could lead the students to a higher level of vocabulary improvement.

On the other hand, Baleghizade& Ashooru (2011) argue that word list is a method largely used in teaching vocabulary to learners. Word list is still used as a good strategy because it is very economical for students to learn vocabulary in short time (Thornbury, 2002). However, Komachali& Khodareza (2012) argue that learners paid less attention in learning words through word list because it is monotonous.

2.2.1 Kinds of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycart, quoted by

Hatch and Brown (1995), indicate two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

a. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Stuart Webb, 2009) For example :someone is able to understand others speak English well and really is not able to provide a response or answer to these words, the ability to master this person's vocabulary is receptive to vocabulary

b. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Stuart Webb, 2005) for example: if someone understands the contents of the conversation in someone else's English he is also able to provide a response or an answer from what he has left then his vocabulary is classified as productive vocabulary. With the word productive vocabulary ability is the ability to produce words when someone speaks or writes well and correctly.

2.2.2 Vocabulary Limitation

Vocabulary knowledge concerns with word and meaning as the basic elements of vocabulary that should be known by language learners. The term is used to classify words based on their functional categories. Words are classified based on functional words and content words. Functional words include nouns, verbs, adjectives, and adverbs. Content words refer to a thing, quality, state, or action, and which have lexical meaning. Functional words have major classes; there are pronoun, preposition, conjunction, and determiner. So, word classification membership is an important lexical feature for example in the study of word classification, the writer limits on nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunction.

1. Nouns

A noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea; nouns can be used as the subject or object of a verb. Nouns can be divided into sub classes. There are proper nouns and common nouns. There are also countable nouns (books, pianos, birds), mass or uncountable nouns (rice, water, gravy), abstract nouns (idea, faith, religion), concrete nouns (chair, table, book), and collective nouns (class, group, government).

2. Pronouns

Pronoun is a word that is used in place of a noun or a phrase. For example: she, her, he, him, they, and them.

3. Verbs

Verbs are words that denote or describe an action, experience or state. Places verbs into four classes: activities (run, walk, look for), accomplishment (build, kill), achievement (recognize, find, lose), and states (know, love, have)

4. Adjective

Adjective is a modifier that used to highlight quantities or attributes. Its most usual position is before the noun it modifies, but it fills other positions as well. The types of adjective are:

5. Determiner

Determiner is the word such as a, an, the. An article word is usually used before noun or noun phrase

2.2.3 The Importance of Vocabulary

The importance of vocabulary is demonstrated daily in and out the school. In classroom, the achieving students possess the most sufficient vocabulary as an English teacher, we know that learning English as a second language is very important in this era. So the learners should be master the base component of English such as sound system, the basic structural pattern and a limited number of vocabulary items. Without vocabulary we cannot express our idea. Based on statement above that vocabulary is the most important thing in our life for communication.

From those statements above, we know as clear that vocabulary is really needed especially for learning English as a foreign language because it helps them to know how to express and understand other idea as well. Students with poor mastery of vocabulary as one of the aspects of foreign language components are deemed to the big problem. If the learners have sufficient stock of vocabulary, they will not be able to grasp any expression to them. For examples: When we listen to something in English with a collection of vocabulary that we understand, we easily get

the meaning of what we hear. Likewise by speaking, our compilation will provide ideas or concepts, so we need a collection of vocabulary that we can choose to solve it. With a collection of vocabulary that we master, the reading process will be fun because we already understand every word used

When writing (writing) we can use the collection of vocabulary to fabricate ideas that we have with the mastery of extraordinary vocabulary we will more easily use the structure and functions of grammar

2.2.4 Teaching Vocabulary

Teaching vocabulary is more than important in every country especially in Indonesia. Teaching vocabulary can improve students' knowledge, in this research the writer focus on teaching vocabulary because vocabulary is important component in a sentence, and in a language. If the learners can't understand the meaning of the word, it can make the students confused and lazy for study. In teaching English vocabulary the teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his/her learners. They are moreover to prepare good techniques and suitable material in order to gain the target of language teaching.

When teacher want to study or teach English subject, firstly she/he must be teaching vocabulary. Because teaching vocabulary is the basic teaching structure of the language, to achieve a good language, a teacher must teach the basic before teaching a higher level so that the formation of a good languages. If the learners have more vocabularies and understand how to use the vocabulary in a sentence, know the meaning of vocabulary, the learners will be mastering in

English language, because when the writer explain above, vocabulary is important component or element to master English language in speaking, listening, writing, and reading.

Teaching vocabulary is a crucial aspect in learning a language as languages are based on words (Alqahtani, 2015). It is almost impossible to learn a language without words; even communication between human beings is based on words. Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blach, 2008). Either teachers or students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004).

So, teaching vocabulary is important task for teacher and important subject for the learners. As we know many technique or games for teaching vocabulary, but it is very difficult to determine which one is the best way, it can make the teacher must be select which one the best way or tool to increase, to improve student vocabulary

2.3 Speech

According to Mulgrave (2004:30), Speech is the faculty of uttering articulate sounds or words to express thoughts. By an extension of this definition, speech may be said to be a system of audible and visible signs utilizing many of the muscles and tissues of the body for the purpose of communicating ideas.

(<http://www.myrkothum.com/persuasive-speech/>) defines that Speech can be incredibly exhilarating, or mind numbingly boring.

2.4 Types of Speech

2.4.1 Special occasion speech

According to Beebe (1993:396) Special occasion speeches are in a sense an exercise in critical thinking, necessitating the synthesis and application of principles and skills learned and practiced in the classroom. Special occasions are important enough and occur often enough to merit study, regardless of the likelihood of resulting wealth or fame.

2.4.2 Informative Speech

According to Beebe (1993: 312-313) to inform is to teach someone something you know. You have probably heard more informative speech than any other type of speech. Speaking to inform others is a challenging task. The information you communicate to someone else is rarely, if ever, understood completely as you intended it. One day after hearing your presentation, most audiences will remember only about half of what you told them. And they will recall only about 25 percent two weeks later. Your job is to ensure as much retention of what you have conveyed as possible by presenting the information as effectively as you can. Remember to keep your speech centered on your audience. Your key objectives are to make your ideas clear, accurate, vivid, and interesting to your listeners.

2.4.3 Persuasive speech

According to Beebe (1993:340) Persuasion is the process of changing or reinforcing attitudes, beliefs, values, or behavior. Trying to get a person to sign up for a new class, to exercise more, to eat less, to stop smoking, to oppose abortions, and to favor legalizing marijuana are all the example of efforts to persuade. You are trying to get your listener to think, feel, or behave in a predetermined manner.

2.5 Delivery Speech Method

In doing Public speaking especially in speech the speaker has some variety methods to deliver the speech to audience. The speaker prepare herself or himself by use a method to explain the audience and to keep their focus. The research just focus discuss about Manuscript method in deliver of speech. Joseph (1998:313) stated Speakers vary widely in their methods of delivery.

2.5.1. The Impromptu Method

According to Joseph (1998:313) the method of delivery involves speaking without any specific preparation for speech. This is a speech that has no advanced planning or practice. Reflecting back on your speech, you are probably thinking about what you could have done better. Your black eye may very well be the catalyst for your regret in making those word choices. Well, lucky for you. If you are ever asked to speak before a crowd without advanced notice again, here are a few tips you can use:

1. Think for a second about what you are going to say.
2. Keep your points brief and to the point.
3. Take a few seconds between thoughts to compose yourself.

2.5.2 The Memorized Method

Joseph (1998:315) say is used when exact timing and exact wording is crucial – in politically sensitive cases, where media impose serve restrictions. The advantage to memorization is that it enables the speaker to maintain eye contact with the audience throughout the speech. Being free of notes means that you can move freely around the stage and use your hands to make gestures. If your speech uses visual aids, this freedom is even more of an advantage. However, there are some real and potential costs. First, unless you also plan and memorize every vocal cue (the subtle but meaningful variations in speech delivery, which

can include the use of pitch, tone, volume, and pace), gesture, and facial expression, your presentation will be flat and uninteresting, and even the most fascinating topic will suffer. You might end up speaking in a monotone or a sing-song repetitive delivery pattern.

2.5.3 Manuscript Method

According Pittenger (1999:344) in a manuscript speech, the speaker reads every word from a pre-written speech. This seems easy enough. Well, if your audience enjoys a bedtime story, it may work. Reading directly from the pages of a script has its benefits. You won't miss a single word or important fact. The downside? It can be boring. Without eye contact, animation or movement on stage, the audience may become disinterested. This is especially true if the speech is about a drab topic. Manuscript method is the safest to use.

2.5.4 The Extemporaneous Method

Pittenger (1999:198) the final method of delivery and by far the most popular is extemporaneous speech or from notes assuming that you have organized your material carefully. You don't have to worry about particular way of wording your ideas, because you have not scripted the speech. Neither do you have to worry that you will forget something you have memorized. With your notes before you, you are free to interact with the audience in a natural, conversational manner. The extemporaneous speech is a perfect balance. This speech involves the speaker's use of notes and some embellishment to deliver a speech. To clear this up, a speaker who uses this method would have note cards or prompts that guide him from point to point, but he uses his own words as he goes along. What makes this different than an

impromptu speech is that he has a loose guideline for his speech. He did not memorize anything; he just used cues to know where to go next.

Pittenger (1999:211)thereare advantages and disadvantages to this type of speech. For one, the audience will think you are a genius. You used few notes and appeared to know everything about the topic. But this is not something that can be done quickly. The same fact finding and research used for other types of speeches must be

used here. The speaker also must rehearse this speech for timing, rhythm and flow. Now, if shooting from the hip is not your style, you may want to consider reading your speech. The writer take focus only on this method in teaching vocabulary, because this method better than other delivery speech method as explanation above that speech should be prepared before the students presentthespeechThe other expert is in Lucas' book state about the many aspects of a speaker's voice, things such as the volume, pitch, rate, pauses, word and pronunciation. I don't think I have a serious problem with the volume or rate of vocal variety, but I may have trouble with the enthusiasm. Sometimes I tend to not speak with much energy or enthusiasm; therefore, some of my speeches are presented in a boring manner. Hopefully, when we start speaking aloud in class, I can correct some of these errors. Extemporizing does not exclude the most exhaustive study of a subject it is easier indeed to write upon a subject only partially understood than to address an audience directly upon the same topic. Neither does this method exclude the most careful pre-arrangement of the thoughts enmiated.

Idha in Journal 2015 *extermpraneous speech method in a university public speaking class* showed that Extermpraneous speech method has been implemented in teaching informative speaking in public speaking class of english literature study proograms in state university of Surabaya thus, this study aimed at describing how the lecture implemented the

extemporaneous speech method in teaching informative speaking , explaining the procedures that the lecturer used, and discussing the result of students speaking ability after the implementation of extemporaneous speech method. The essential of extemporaneous speech is Pedestrian looks up to see what caused the shadow on the path, his train of thought is dimmed interest the students, their mind will revert to its former occupation or will attracted by some new suggestion. So when the speaker has gained the attention he must not allow it to relax, but must proceed at once to arouse an interest which this places all other claims.

According to Beebe (1993:241) an extemporaneous speech method is the approach most speechcommunication teachers recommended for most situation. When delivering a speech extemporaneously, you speak from a written general outline, but you do not have the exact wording in front of you or in memory. You have rehearsed the speech so that you know key ideas and their organization, but not to the degree that the speech sounds memorized. An extemporaneous style is conversational; it gives your audiences the impression that speech is being created as they listen to it, and to some extent it is.

According websters howed some the advantages from this mode of speech delivery method as follows:

1. Saving of time afforded by mode of this speech
2. Good Preparation, before students write or show the speech they should prepare the speech before their collect it.
3. A good verbal memory, the power of composing effective fragments

2.6 Previous Research

There are some previous research related to this study the first is in *Purwati, Oikurene (2007)The using Extemporaneous speech method in university public speaking class. The*

researcher found that of implementing extemporaneous speech method in teaching speaking were the lecture gave explanation what and how the use of extemporaneous speech method is, asked the students to present informative speaking, let the other students to give a comment toward the speaker's performance, and gave feedback to the students. Most of the students had already fulfilled the criteria of speaking performance since they could deliver their speaking and master the material well. They realized that extemporaneous speech method assisted them in delivering speaking. The other previous research is *Improving Students Ability by using Speech at Ten Grade in MA Wahid Hasyim Sleman.*” The writer has similarity level in doing research with the previous researcher. The writer do the research in senior high school and the previous researcher did the research in senior high school also. But, the writer and the previous researcher has difference in research design. The writer uses experimental quantitative and the previous researcher used classroom action research. The writer and the previous researcher has difference in technique of collecting data also. The writer uses extemporaneous speech method to improve students' achievement in vocabulary but the previous researcher used to improve students speaking ability by using speech

2.7 Conceptual Framework

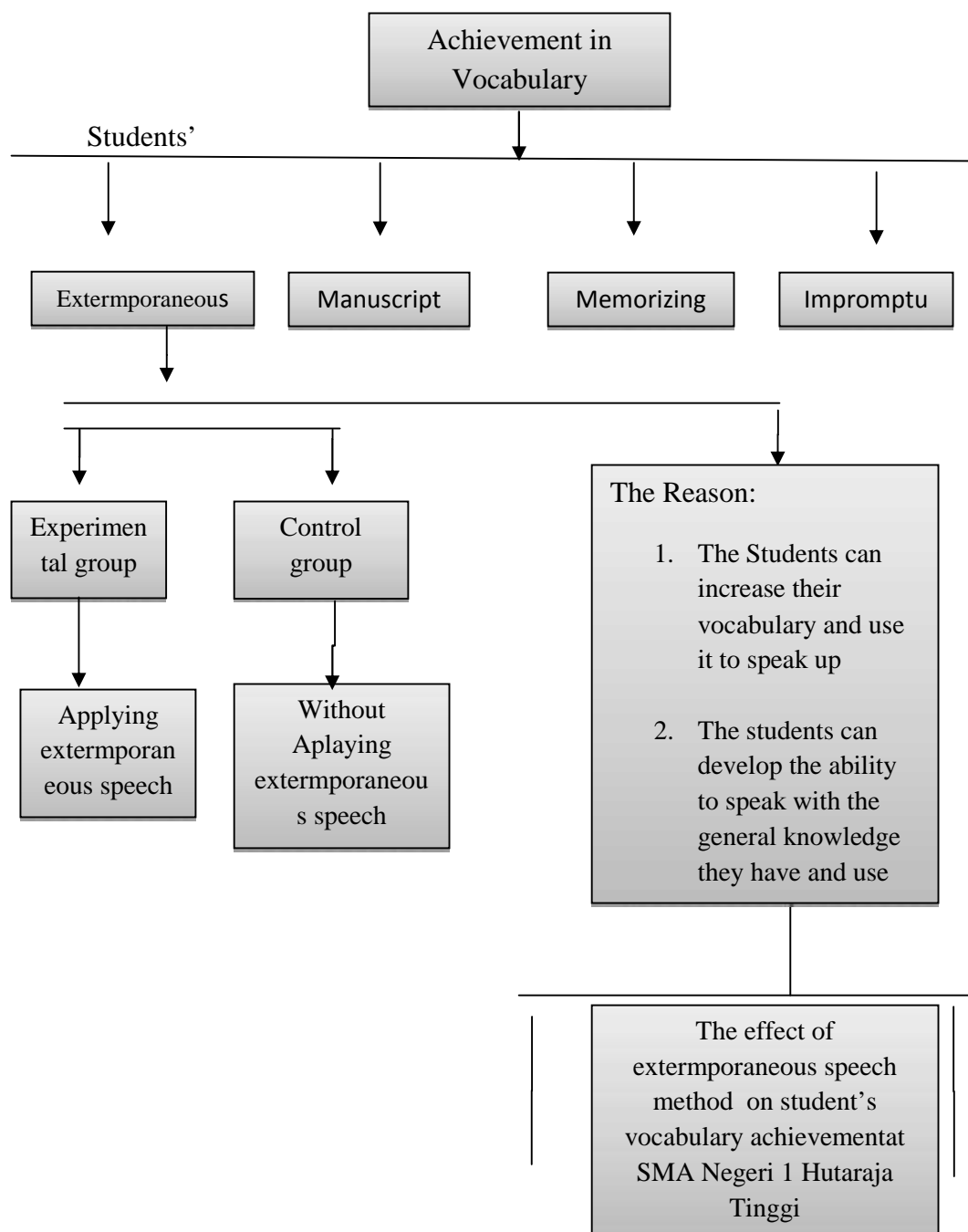




Figure 2.1 Conceptual Framework of *The effect of Extemporaneous speech method on students' Vocabulary achievement at SMANegeri1 Hutaraja Tinggi*

Vocabulary is a list of words used by lexicographers to write dictionary definitions. The underlying principle goes back to Samuel Johnson's notion that words should be defined using 'terms less abstruse than that which is to be explained',^[1] and a defining vocabulary provides the lexicographer with a restricted list of high-frequency words which can be used for producing simple definitions of any word in the dictionary. Defining vocabularies are especially common in English monolingual learner's dictionaries. The first such dictionary to use a defining vocabulary was the *New Method English Dictionary* by Michael West and James Endicott (published in 1935), a small dictionary written using a defining vocabulary of just 1490 words. When the *Longman Dictionary of Contemporary English* was first published in 1978, its most striking feature was its use of a 2000-word defining vocabulary based on Michael West's General Service List, and since then defining vocabularies have become a standard component of monolingual learner's dictionaries for English and for other languages. Many methods or media are available that use to improve or affect students' vocabulary achievement such as matching game, Bloom taxonomies, video, but the writer uses the extemporaneous speech method to achieve vocabulary for students. Because this method has good preparation and is easy to do. In this research there are two groups: experimental and control class, where in the experimental group using the extemporaneous method and in the control class using the conventional way.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

The research was conducted by using experimental research. According to Ary(2010:26) an experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). By using experimental research, the sample will be divided into two groups; the experimental class and control class, the students were taught by using Extemporaneous speech method Activities and control group was taught without using Extemporaneous Activities. Both of the groups got the pre-test and post-test with the same items.

Table 3.1

Research Design

Group	Test	Teaching	Test
Experimental	Pre-test	Treatment (Using Extemporaneous speech)	Post-test
Control	Pre-test	Conventional way	Post-test

3.2 The Population and Sample

3.2.1 Population

The population of this research is the second grade students of SMA Negeri 1 Hutaraja Tinggi. This school is located on Jl. Keliling, No 14. The second year students consist of 2 classes namely XII IPA, XII IPS. Each class consist of 30 students, So, the total of the population will 60 students.

3.2.2 Sample

Sample or selection of participants or sites, is important in qualitative research just as it is in quantitative research. The sample in this study is about 60 students from the population of second grade students. The students then are classified into two group .. The sample of this research will take from students at SMA Negeri 1 Hutaraja Tinggi especially XII-IPA which consist 30 students of experimental class and XII-IPS which consist 30 students of control class. So the total of the sample is 60 Students.. In selecting the sample, the writer use quota sampling as the technique to take the sample. Quota sampling is a technique to take sample with takes the number of samples as much as the number that has been determined by the writer.

3.3 The Instrument of the Collecting Data

The instrument is the tool or facility, that can be by study in setting the data to make more easily. To collect the data, the writer uses written test (multiple choice, fill in the blank and matching) as the instrument of collecting the data. The data in this study was taken from vocabulary test (multiple choices, fill in the blank and matching). Tool and the facility is a set of tools software on a computer to facilitate us in managing data on a computer.

3.4 The Procedure of the Research

In getting the data, there are three procedures which are taken by the writer, they are pre-test, treatment, and post-test. The steps of the procedures are:

Pre-test

Both of group, the writer gives the test where the students conversation to introduce their self that they have decided it before. The function of pre-test is to know the mean scores of experimental and control group.

Treatment

After doing pre-test and collecting the score, the students are given the treatment about the explanations student's speech by using extempore speech method and control group is taught without extempore speech method but by conventional way.

Table 3.4 Teaching Procedures in Experimental

Meeting	Teacher	Students
1	Pre-Activities 1. Greeted the students 2. Checked the students' attendance list. 3. Teacher asked to do pre test before the lesson start	1. Given response 2. Given information 3. Students done the pre test
2	Main-Activities 1. The teacher explained about speech 2. The Teacher explained about kinds	1. The students given attention to the teacher

	<p>of speech and speech delivery method</p> <p>3.The teacher explained how to write speech with preparation</p> <p>4.Teacher given the example of extemporaneous speech</p> <p>5.The teacher asked the students to write speech with preparation and the topic will give from the teacher after that the teacher given some direct questions related to the topic and the answer focus on vocabulary</p> <p>6.The teacher given students post test</p>	<p>2.The students payed attention to teacher's explanation</p> <p>3.Students recieved what teacher explained</p> <p>4.Students payed attention of the example of extemporaneous speech</p> <p>5.Students prepared the speech related to the topic that teacher given and answed the questions</p> <p>6.The students have done the post test</p>
3	<p>1.The teacher concluded the material</p> <p>2. The teacher closed the meeting with prayer by one of students</p>	<p>1. The students payed attention of teacher's explanation</p> <p>2.One of students lead the prayer</p>

According to Ary(2010: 45) Researcher using the conventional way in control group the researcher teach as usually in class.

Table 3.4.Teaching Procedures in Control Group

Meeting	Teacher	Students
1.	Pre-Activities	

	<ol style="list-style-type: none"> 1.Greeted the students 2. Checked the students' attendance list 3. Teacher asked to do pre test before the lesson start 	<ol style="list-style-type: none"> 1.Given response 2.Given information
2.	<p>Main-Activities</p> <ol style="list-style-type: none"> 1.The teacher explain public speaking and its element like: speech, debate and dialogue 2.Teacher focus on speech and explain more about 3.Teacher ask students to wite speech 4.Teacher ask students to raed their speech in class 5. Teacher give exercises to the students 	<ol style="list-style-type: none"> 1.The students listen teacher. 2.Student pay attention to the teacher explanation . 3.Students write their speech. 4.Students read their speech in class 5. students do the exercise that teacher give
3.	<p>Closing activities</p> <ol style="list-style-type: none"> 1.The teacher concluded the lesson by asked some questions to the students. 2.The teacher closed the meeting by prayer of one students 	<ol style="list-style-type: none"> 1.The students answed the teacher 2.One of students lead the prayer

Post- test

After doing treatment, the writer given the post- test. It functions to find out the differences of their mean scores of the experimental group and control group. In collecting the data, the researcher used test with extermoporaneous speech method. The writer given post-test to all of students in two classes as the sample and the writer asked the rules that the students can do the post-test by their self without cheated to their friends and of course the teacher given time to do that. Finally, after the time is up, the students collected their paper and the teacher checked the students papers and the result are as a data from the study.

3.5 Scoring system

Tests about Extermoporaneous speech were given for students. In scoring test the cumulative score range is from 0-100. The correct answer is counted by using this formula:

$$S = \frac{R}{N} \times 100\%$$

Where :

S : Score

R : The Correct Answer

N : Number of test items

3.6 The Validity of the Test

The validity determine how well a test is. A test is said to be good if it is valid and reliable. To ensure that the test is already good, the validity should be established clearly and in accordance with the points of the test. The established and procedure of each aspect is discussed in the following. According to (Ary 2010:225) Validity is the most important consideration in developing and evaluating mea-suring instruments. Historically, validity was defined as the extent to which an instrument measured what it claimed to measure.

There are four types of validity, namely; content validity, construct validity, face validity and concurrent validity. To measure whether the test has a good validity, the researcher use content validity and constructs validity. Content validity is about what actually goes into the test. According Ary et al (2010: 235) the main concern in assessing the validity of criterion-referenced tests is content validity. The basic approach to determining content validity is to have teachers or subject matter experts examine the test and judge whether it is an adequate sample of the content and objectives to be measured. It means that the test will have content validity if it include a proper sample of the structure or content which relevant with the purpose of the test. It is obvious that speech test must be made up of items testing knowledge of speech.

3.7 The Reliability of the test

Reliability is one of the characteristics of good tests. It referred to the consistency of the measurement. If the data was appropriate to the fact, the result was the same although it was exercised many times. It meant the reliability refered to the consistency of the measurement.

In order to find out whether the test reliable or not, the writer used the formula of Alpha in Arikunto (2010:238-240) as the following:

$$r_{11} = \frac{k}{k-1} \left[1 - \frac{\sum \sigma_b^2}{\sigma^2 t} \right]$$

Where:

r_{11} : Reliability of instrument

k: The number of Items of the Test

$\sum \sigma_b^2$: The number of variants of each item

$\sigma^2 t$: Total of variants

3.8 Technique of Analyzing Data

According to Arikunto (2010:354-355), to test the hypothesis, the T-test formula used as the following:

$$t = \frac{Mx - My}{\frac{Dx^2 + Dy^2}{Nx + Ny - 2} \sqrt{\frac{1}{Nx} + \frac{1}{Ny}}}$$

where:

t : The effect

M_x : Mean of experimental group

M_y : Mean of control group

D_x^2 : The deviation square of experimental group

D_y^2 : The deviation square of control group

N_x : The sample of experimental group

N_y : The sample of control group

3.9 The Test Specification

The writer makes the test in students' vocabulary using persuasive speech for the specific cation based on Thornbury (2002:129-243) as follows:

Content		Items	Kinds of Tests	Score
V E R	Synonym	10	Multiple-Choice	40
	Complete Sentence	10	Fill in the balnk	40
	Word Definition	10	Matching	20
B	Total	30		100

3.10 The Procedure of the Analyzing Data

In analyzing the data, the writer will do some steps, they are:

1. Calculating the scores of the pre-test and post-test of experimental and control group.
2. Tabulating the scores of pre-test and post-test of experimental and control group.
3. Comparing the mean of the two groups.
4. Testing the hypothesis using the formula of T-test.
5. Concluding the reasearch finding.

Arikunto (2010:354) states that to test the hypothesis, the T-test formula will be used. This formula is to know the effect of this research, the writer uses test, this test is also used to know whether yes or not teaching vocabulary through Extemporaneous speech. It can be drawn as follows

$$t = \frac{M_X - M_Y}{\frac{dx^2 + dy^2}{N_X + N_Y - 2} \sqrt{\frac{1}{N_X} + \frac{1}{N_Y}}}$$

where:

M_X : Mean of experimental group

M_Y : Mean of control group

Dx^2 : The deviation square of experimental group

Dy^2 : The deviation square of control group

N_X : The sample of experimental group

N_Y : The sample of control group.